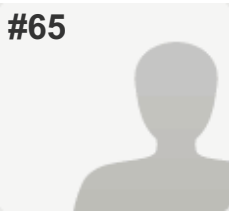**#65**

COMPLETE

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Last Modified: Monday, June 27, 2016 8:28:59 PM
Time Spent: Over a week
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Q1: Name of School District:

Indianola Community School District

Q2: Name of Superintendent

Art Sathoff

Q3: Person Completing this Report

Kevin Schlomer

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Q4: 1a. Local TLC Goal

Attract and Retain Teachers
Indianola will retain its new staff members at a rate equal to retention of all of its staff members.

Q5: 1b. To what extent has this goal been met?

(no label)   Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

To review this goal, we examined our list of 2015-16 new hires for changes. Of the 39 certified instructional staff members hired for the 2015-16 school year, 37 signed a contract to return for the 2016-17 year, a rate of 95%. (Of the two teachers who left the District, one left for a music position at a different grade level, and one intends to leave the teaching profession.) Our overall rate of teacher retention for all instructional staff members is 94%.

The 39 new instructional staff members for 2015-16 included teachers new to the profession (first-year and second-year teachers). To support these teachers, our TLC plan included a new position of Teacher Mentoring Coordinator (TMC) to oversee the mentoring and induction process. Feedback on an end-of-year survey about this role included such comments as, "[The TMC] has been very responsive to questions from myself or my mentee. She sincerely wants the best for the teachers she works with." A new teacher wrote, "She has made the effort to come into my classroom to provide support." Another new teacher stated, "[The TMC] has been willing to go with me to resolve any issues that I may have to go to my administrator about. She has done a great job of checking in with me throughout the year and is really there for me to help guide me through my first year. [She] has been a great resource for me. If she hears that I may need guidance or a calming presence she is there for me, which I really appreciated." Other comments echoed many of the same sentiments. Based on this feedback, we feel that we are providing a more supportive environment for our first- and second-year teachers, resulting in a high retention rate of new staff.

Q7: 2a. Local TLC Goal

Collaboration
Involvement of TLC teacher leaders (instructional coaches and District Leadership Team members) will enhance professional development and support teachers' integration of new learning into the classroom.

Q8: 2b. To what extent has this goal been met?

(no label)   Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

To review this goal, several items were examined. First, building professional development plans were reviewed. These plans show a commitment to the District's vision of "Quality Instruction," a blend of the Gradual Release of Responsibility (as presented by Fisher and Frey) and Authentic Intellectual Work (AIW, from Newman, King, and Carmichael). Each building will study a different component for the 2016-17 school year. The focus of each building has been determined by District Leadership Team (DLT) members, instructional coaches, AIW coaches, and principals collaboratively reviewing teachers' submitted videotaped lessons and reflections. Next year will include:

High School - Independent Phase of GRR Model, including study and application of flipped/blended learning for 1:1 technology environment
Middle School - Productive Group Work phase of GRR model, including continued application and integration of substantive conversation, a component of Authentic Intellectual Work
Emerson Elementary - Productive Group Work phase of GRR model, including continued application and integration of substantive conversation, a component of Authentic Intellectual Work
Irving Elementary - Focus Lesson phase of GRR model, including modeling of thinking aloud
Whittier Elementary - Productive Group Work phase of GRR model, including application and integration of substantive conversation, a component of Authentic Intellectual Work
Wilder Elementary - Productive Group Work phase of GRR model, including application and integration of substantive conversation, a component of Authentic Intellectual Work

As a part of this ongoing work, AIW coaches met with early elementary teachers to refine the combined GRR/AIW rubric to more adequately address the nuances of teaching at the K-2 level. Feedback from teachers as a result of this work was positive. In the end-of-year TLC survey, one staff member mentioned, "[The AIW coach] did a great job of helping the PK teachers see how to apply AIW to our teaching situation."

In the mid-year survey on TLC sent to all certified staff, several components stood out. Of 99 teachers who reported working with full-time TLC staff (instructional coaches, AIW coaches, Teacher Mentoring Coordinator) on Quality Instruction, 58% reported that the support was "helpful," and 36% reported that the support was "somewhat helpful." Only 6% of the 99 teachers reported that working with a full-time TLC staff member on Quality Instruction was "not helpful." In fact, support with implementation of Quality Instruction professional development was the most widely-cited area of support that teachers appreciated, mentioned 44 times by teachers in an open-response portion of the mid-year survey on TLC sent to all certified staff. Based on these results, we feel confident that the work of TLC teacher leaders is helping to integrate this new learning into classrooms.

Q10: 3a. Local TLC Goal

Reward Professional Growth
At least 75% of Indianola TLC teacher leaders will re-apply for a subsequent year of appointment. (Annual reapplication is required under TLC legislation.)
Teacher leader positions will be awarded to those teachers that have demonstrated excellence within their instructional practices, as determined by a comprehensive selection process.

Q11: 3b. To what extent has this goal been met?

(no label)   Fully Met

Q12: **3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

For the 2015-16 school year, a part of Indianola's TLC program consisted of 12 individuals serving in a combination of roles (instructional coaches, AIW coaches, teacher partners, Teacher Mentoring Coordinator, and Teacher Leadership Coordinator). Eleven of these 12 individuals, or 92%, re-applied for their positions. All eleven were selected to continue for another year. One of the 12 individuals did not leave teacher leadership, but transferred to a new position as Technology Integration Coach, which is housed in the Information Technology office outside the scope of the TLC funding. Indianola hired another teacher to replace this individual so that our roster of 12 teacher leaders in the roles of instructional coaches, AIW coaches, teacher partners, Teacher Mentoring Coordinator, and Teacher Leadership Coordinator will be maintained.

As a part of the mid-year survey on TLC sent to all certified instructional staff, teachers were asked about the helpfulness of the above 12 individuals in district professional development. Of 141 responses to this survey question, 48% of respondents said these individuals were "helpful" and 42% said they were "somewhat helpful." Only 11% said that they were "not helpful."

Another component of Indianola's TLC program consists of District Leadership Team (DLT) teachers, who meet quarterly to collaboratively plan for professional development and work on building/district needs. Of these teachers, 90% are returning for another year of service on District Leadership Team. These teachers will continue to work collaboratively with principals and other TLC teacher leaders to plan and deliver professional development in individual buildings.

As a part of the TLC process this year, the need for an additional role became apparent, so the positions of teacher mentor were rewritten and approved by the Department of Education to be "Collaboration and Innovation Teachers," or "C&I Teachers." These teachers will teach full-time, will assist with mentoring, and will serve as lab classrooms where teacher leaders can collaborate in trying new teaching approaches. This led to a more intensive selection process than had been used for the prior "mentoring" positions. Teacher leadership positions of instructional coach, AIW coach, Teacher Partner, Teacher Mentoring Coordinator, Teacher Leadership Coordinator, and C&I Teacher all require submission of a portfolio of work that demonstrates understanding of good educational practices and a review by a selection committee, before moving to an interview. Revising our mentor positions to C&I Teacher positions has made it more consistent that formalized leadership positions are awarded to those who have demonstrated an understanding and application of high-leverage instructional practices. The District received 14 completed applications for C&I Teacher roles, and 13 were ultimately selected to serve in this capacity for the 2016-17 school year.

Q13: **4a. Local TLC Goal**

Student Achievement
Teacher leadership positions will have a positive impact on student performance.

Q14: **4b. To what extent has this goal been met?**

(no label)   Mostly Met

Q15: **4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Indianola's TLC leaders participate in structures to enhance student achievement, including:
Instructional coaching cycle developed by Dr. Jim Knight
Data Days, thrice-per-year meetings that focus on student progress
Attendance at PLC's
Examination of teachers' growth in Quality Instruction

Teacher leadership has been a part of the district's overall focus on improved student achievement. This year's results include:

IOWA ASSESSMENTS:
3 - Read 86.7% (+3.5% from 14-15); Math 84.5% (-0.4% from 14-15)
4 - Read 81.9% (-1.3% from 14-15); Math 89.7% (+0.3% from 14-15)
5 - Read 85.1% (-3.6% from 14-15); Math 90.1% (+0.7% from 14-15)
6 - Read 87.4% (+1.0% from 14-15); Math 88.6% (+6.9% from 14-15)
7 - Read 82.7% (+0.8% from 14-15); Math 87.3% (-0.1% from 14-15)
8 - Read 80.4% (-6.5% from 14-15); Math 76.5% (-10.4% from 14-15)
10 - Read 88.9% (-3.6% from 14-15); Math 84.9% (-5.4% from 14-15)
11 - Read 82% (-0.6% from 14-15); Math 84.3% (-4.8% from 14-15)

We had an increase in 3 of 8 grades for reading and an increase in 3 of 8 grades for math. In reading, 2 grades had less than 1.5% decrease; in math, 2 grades had less than 1% decrease. We increase the amount of students scoring in the "advanced" band each year. Nearly 50% of our students leave elementary in the advanced band for math and over one-third leave elementary in the advanced band for reading.

FAST:
Our FAST results show great improvement over last year. Much of the elementary TLC leaders' focus has been on improving early literacy skills, resulting in remarkable improvement in 4 of 6 grade levels:

K: 83.21% proficient, +10.99% from 14-15
1: 82.44% proficient, +5.13% from 14-15
2: 75.94% proficient, -8.88% from 14-15
3: 81.55% proficient, -1.65% from 14-15
4: 87.69% proficient, +10.61% from 14-15
5: 87.24% proficient, +8.95% from 14-15

MATH FACT FLUENCY:
Coaches have spent time in their buildings on math fact fluency and Number Talks. Internal assessments showed growth for 9/16 of elementary grade levels and a decrease for 5/16 of the grade levels. Every assessment showed above 83% proficiency as a district except for second grade subtraction; third grade subtraction and multiplication; and fourth grade division.

CLASSROOM IMPLEMENTATION PROTOCOL (CIP):
TLC teacher leaders spent the 15-16 year practicing a data collection process for AIW. Formal collection begins this fall. Data will show how well high-level thinking practices are transferring to students.

ANALYSIS:
We have seen promising growth at the elementary and middle school levels. Areas that have been a high concentration for TLC leaders, such as early literacy implementation and math fact fluency, have shown growth. TLC leaders have worked with middle school teachers to avoid the "middle school dip" that often happens in 6th grade. Work remains to be done at the end of middle school, transition to high school, and throughout the high school years to ensure that students are supported and continue to achieve. This will be a focus for us in the next year.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Meaningful, Authentic, Individualized Professional Development Through Coaching
Teachers will meet their own instructional goals 75% of the time as a result of TLC support.

Q17: 5b. To what extent has this goal been met?

(no label)   Fully Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

For this goal, we examined end of year survey data about the TLC program. Out of 216 survey responses, teachers agreed 80.7% of the time that working with TLC teacher leaders enabled them to meet the instructional goals that they set for themselves. One comment from a teacher was, "[The coach] follows up after a meeting to check in on how effective or helpful her support has been or how it has been implemented." Another teacher mentioned, "[The coach] has been extremely supportive of me as a classroom teacher this year; I am deeply appreciative to and for her. She took the time to come and help me create a rubric for a project, she was able to utilize my classroom for a lesson that she wanted to work on… I have really appreciated her advocating for me (our staff) in various areas as she grasps and understands what it is like to be in the classroom on a daily basis… Thank you for taking the time to assist, help, and sincerely offering your time to make me a better teacher this past year." Yet another mentioned, "[The coach] and I have been co-teaching all year. We make a great team and have received many compliments on how great we work and teach together. We have worked together to build successful steps on how to build/deepen substantive conversations [with students]. We have shared it with DLT and throughout the district." Based on this feedback, we believe that when teachers work with TLC leaders, they are supported in accomplishing their own instructional goals within their classrooms.

For meeting teachers' short-term needs, we examined data on "just in time" professional development sessions designed and delivered by TLC leaders. At the high school, these were known as "TechKNOW" sessions for technology integration; at the middle school and one elementary building, they were known as "popup PD." These brief (30-minute) sessions focused on needs mentioned by multiple teachers. In an end-of-year survey, we asked teachers to rate them:

High School: 92.8% of teachers said TechKNOW sessions were "helpful or somewhat helpful" and 7.2% said they were "not helpful"
Middle School: 81.3% of teachers said Popup PDs were "helpful or somewhat helpful" and 18.8% said they were "not helpful"
Emerson Elementary: 83.3% of teachers said Popup PDs were "helpful or somewhat helpful" and 16.7% said they were "not helpful"

In the end-of-year survey, one teacher noted, "[The coach] implemented PD pop-ins which I feel were a great idea! This allowed teachers to come and get a brief lesson on a new strategy for the classroom."

Based on the feedback from teachers, we believe that the TechKNOW and Popup PD sessions have met a need for staff for just-in-time, succinct, applied learning. They also provide an opportunity for follow-up in classrooms with teachers. Based on this success, we will likely look to how we can refine this concept in other buildings in the future.

Q19: 6a. Local TLC Goal

Meaningful, Authentic, Individualized Professional Development Through Coaching
TLC teacher leaders will engage in actions that impact teacher instructional behaviors.

Q20: 6b. To what extent has this goal been met?

(no label)   Mostly Met

Q21: **6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

For this goal, we examined data from TLC leaders about their work with teachers during 2nd semester, coded with the Woodruff scale. This scale is a continuum of 10 actions that lead to progressively more "heavy" types of coaching, meant to change teacher practice. A review of 1,504 TLC leader/teacher interactions over the 2nd semester showed:

0 - Was scheduled to meet with teacher, but did not meet - 0.8%
1 - Enrollment conversation - 3.7%
2 - Change conversation - 35.8%
3 - Implementation conversation - 27.5%
4 - Pre-conference with coach/teacher - 3.5%
5 - Coach modeling for teacher - 8.8%
6 - Co-teaching with coach/teacher - 7.4%
7 - Observation/feedback by coach (low fidelity) - 4.3%
8 - Observation/feedback by coach (high fidelity) - 4.3%
9 - Strategic intervention to classroom - 2.3%
10 - Refocusing/adapting work - 1.8%

The bulk of TLC leaders' work with teachers fell at level 3 and below, accounting for over two-thirds (67.8%) of documented interactions. This is to be expected in the first year of a teacher leadership program and is well-documented in the research literature. However, as Joellen Killion has noted, we desire to move to "coaching heavy." We know such work occurs from level 4 and beyond. Therefore, our goal next year will be to increase our documented teacher interactions on level 4 and above from the current level of 32.4% to at least 50%. There will always be "other duties" for coaching, but for year 2, our goal will be to move to at least 50% of interactions accomplishing what we know to be the "heavy coaching" that makes a lasting impact for students and teachers.

A review of our TLC PLC agendas for the year shows that development of the capacity of TLC leaders in the instructional coaching process was a priority. TLC leaders had an intensive locally-provided training at the beginning of the year that included study of the Steve Barkley text "Quality Teaching in a Culture of Coaching." This class was approved by Heartland AEA for license renewal credit. As a part of this class, TLC leaders practiced questioning, paraphrasing, and other key coaching skills. The program's philosophical foundation was set with coaches. Throughout the year, the 12 full-time TLC leaders met weekly in their own PLC. Four of these PLC times focused on use of technology in the classroom (led by one of our TLC leaders), five of these PLC times focused on the K-12 Standards for Mathematical Practice (led by an AEA math consultant), and four of these PLC times centered on reading fluency (led by an AEA PLLC consultant). In addition, TLC leaders received over 10 days of intense content-area literacy training in conjunction with Winterset and Norwalk from national expert Dr. Emily Calhoun. These trainings were designed to give TLC leaders a "boost" so they would be ready to support teachers in district-identified areas of student need.

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Q22: **7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Indianola CSD already made a plan change that was approved earlier this semester, by adjusting our teacher mentor positions to "Collaboration and Innovation Teacher" positions. This change is discussed in a prior question on this end-of-year report.

Q23: **8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Respondent skipped this question

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.
,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.